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ABSTRACT

Now in the 17th year of operation, this project is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or mathematics skills of children who test in the lowest quartile in these areas. Classroom and laboratory teachers work closely together to identify potential program participants and formulate a laboratory schedule that does not cause any child to miss either reading or mathematics in the regular classroom. The key features are: (1) instruction takes place in colorful, well-equipped laboratories; (2) professional teachers offer the greater part of the instructional program; (3) staff members are part-time; (4) one teacher is responsible for a limited number of students; (5) children participate in daily half-hour sessions on a ratio of about three students per teacher, devoted strictly to the instruction of unmastered skills; (6) students work at their own pace on materials geared to their own diagnosed needs and abilities; (7) pupils work with materials different from those used in regular classrooms; and (8) student progress is measured by continuous diagnostic testing, as well as pre- and post-testing on normative instruments. (Author/MP)

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September, 1982

Project Catch-Up was selected by the United States Office of Education as a Developer/Demonstrator project in the National Diffusion Network in the hope that aspects of the program would be of service in other school districts.

In the Newport-Mesa Unified School District it is a Chapter 1 program funded through the Education Consolidation and Improvement Act (ECIA). It has been replicated in other districts, however, both as a Title I program and for general school service.

As a project within the National Diffusion Network informational materials are made available free of charge and inservice is provided both in the original laboratories and at adopter sites.

The staff welcomes inquiries.

Fay Harbison
Project Director

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OVERVIEW

WE ARE

Project Catch-Up operates in Newport Beach and in Costa Mesa, California where it began in 1966 supported by Title I. It is designed to provide remedial instruction in reading and arithmetic to underachieving children in schools serving low socio-economic level suburban areas. Underachiever is defined as possessing reading or math skills which measure in the lowest quartile on standardized tests.

Now in its seventeenth year of operation, Project Catch-Up has served several thousand racially and ethnically heterogeneous children in kindergarten through grade eight in laboratories which are large, attractive, and replete with high interest materials. It is offered by a special staff of certificated part-time teachers and instructional assistants.

THEN

Project Catch-Up started under a tree, in a closet, and on a stage because that was the space available. It started with one teacher making her territory, even though small, attractive and inviting to children. It started by looking for the skills children had missed somewhere along the way in their schooling, and finding materials and methods to help them master those skills.

NOW

Today, Project Catch-Up has colorful classroom size laboratories with some of the newest high interest instructional materials and teaching machines available. The staffs are larger, the budget more relaxed - but the essence of the program is the same. The major emphasis is placed on diagnosis of learning problems, prescribing for individual learning, offering instruction in a lab, and employing part-time veteran teachers, as well as instructional assistants (including parents for special tasks in cultural lessons).

YOU CAN

Because the project worked when we had the tiniest of laboratories (some unventilated, some unheated) and because it worked on a most limited budget, we believe that it can be reproduced anywhere some space can be located that can be called a laboratory, where some materials can be scrounged from the school and the community, and where an experienced teacher will accept the challenge and has an affection for children and an overriding belief that each can learn.

VISITATION

If there is any part of our project that interests you, we would like to invite you to visit.

KEY FEATURES

Project Catch-Up serves kindergarten through sixth grade with reading and math instruction for those children needing the most help.

- Instruction takes place in colorful, well-equipped laboratories.
- Professional teachers offer the greater part of the instructional program.
- Staff members work on a part-time basis.
- One teacher is responsible for a limited number of students. (Twenty-one recommended for a four-hour assignment.)
- Children participate in daily half-hour sessions on a ratio of about three students to one teacher.
- The magic half-hour is devoted to teaching only skills not already mastered.
- Students work at their own pace on materials geared to their own diagnosed needs and abilities.
- Children work with materials different from those used in regular classrooms.
- Student progress is measured by continuous diagnostic testing as well as pre and post testing on normative tests.

PHILOSOPHY

The most difficult element to describe in any project is the philosophy, simply because we all react differently to words or the terms themselves have a hundred meanings.

When our staff talks about a positive program, enthusiastic staff members and individualization, they are using the same abstract terms used in many projects. Therefore, to make it easier for interested persons to identify what our staff members are talking about, our teachers offer the following information.

POSITIVE PERSUASION

A positive approach is one in which the laboratory contains no elements of the ordinary discipline found in any classroom.

INDIVIDUALIZATION

Individualization means that the instructional program becomes a very personal arrangement between the child and his teacher. As the teacher gains more and more information about the student through criterion testing in reading and math, she becomes better able to select effective activities to be carried out with her, on an instructional machine, or by working with special instructional materials. Because the teacher has the same assigned children all year, she can make individualization a fact rather than a goal.

ENTHUSIASM

Project Catch-Up children look forward to coming to the laboratory because staff members are enthusiastic, consistently cheerful and consistently attentive to each child. The children want to come and want to do their best

AFFECTION

We recommend affection without embarrassment simply because some of our children have experienced precious little of it. A smile, a hand, a word of praise - they all move mountains.

DISCIPLINE TECHNIQUES

We say we have no discipline problems and it is almost true. It didn't happen by accident. Remember, Project Catch-Up draws the children who have been failing the most consistently in the entire school system.

Therefore, the children approach the laboratory and their assigned teacher with the same fears and negative vibes they have always experienced, but the fact that they are working in a cheerful laboratory in a one-to-one or a very small group situation changes enough of the elements of the regular classroom to enable the child for the first time perhaps in his life, to feel confortable, accepted, and most important - successful.

If three children cannot work effectively together, they are placed in separate groups; but rarely does a staff member have discipline problems with such small numbers.

Try "inviting" a noisy student to return to his class and come back "tomorrow when he feels like working." Try giving help alone to the one boy who covers his embarrassment of not knowing answers by "clowning." Try all the positive persuasion techniques you already know. They work!

SUCCESS MINDED

Why count the wrong answers? We don't say, "That's wrong." In the laboratory we bend over backwards not to say,"That's wrong." After all, children have heard that all their lives.

When a child says two plus two are five, the teacher can ask, "Is it possible there is another answer?" Then she and the child tackle that problem again.

SUCCESS MINDED (cont'd)

In this atmosphere, where the child is doing his utmost to succeed at all times, the teacher is able to analyze his difficulties and pinpoint the very weaknesses that have made him unsuccessful in acquiring skills at a normal rate.

We avoid the word "no" whenever we can. Unfortunately habit tells us to use "no" in dealing with children, possibly because of the incessant requests. Let us suggest banning the word "no" for a day at a time or a week at a time to see just how many requests can be answered in the affirmative.

INTER-FACULTY RELATIONS

In the beginning, the relationship between Project Catch-Up (PCU) and the school faculty was not always the best. This was a surprise to those of us involved in setting up the project because we had such faith in its value. We felt the regular staff would be thrilled by the help we offered the slower achievers.

The reason for some faculty resistance is as complicated as any inter-human problem, but seems to fall into three basic categories - lack of understanding, time and materials. Do not be discouraged -- these can be overcome.

THE KEY IS UNDERSTANDING

At one of the first faculty meetings of the year, (PCU) should be explained to the entire staff.

The project is designed to help the classroom teacher speed learning of slow achievers.

Its purpose is to fill holes in learning of reading and math (a 5th grader learns the 3X table he missed in the third grade.

Project time is not a time to do regular class work or homework.

Project staff is not the child's reading or math teacher and gives no grades.

The child must be excused from regular classroom work he misses during this time at PCU. Example: If he misses science, he simply gets no grade on the report card for science.

The classroom teacher must agree student needs help in reading and math more than whatever he is missing.

THE KEY IS UNDERSTANDING (cont'd)	Project staff remain subordinate to classroom teachers. Once in the program, the child remains the entire year. New children are taken only when a project child leaves the school. A work ratio of three to one is generally maintained.
COURTESY AND FLEXIBILITY	Make every effort to notify teachers and staff immediately of any necessary changes of schedules caused by meetings. Be punctual about sending children back to class. Remember school activities (field trips, assemblies) come before project needs. Key words - notify, thank you, praise, apologize for the extra work the project may cause any staff member from custodian to principal. If you make someone unhappy, take the first step back towards friendship. Children will continue coming to you from all classes; stay friends with all their teachers.
SCHEDULING	Ask what periods would be best to take students from a certain class. Try to take all students from one classroom at the same period to avoid upsetting classrooms more than necessary. After completing schedules, send a copy to each teacher and to any other staff member involved. Plan a time during the day when you will see all teachers on an informal basis, perhaps lunch or recess.

BONE OF CONTENTION	
	Our materials are not allowed to be shared by the regular classroom teachers.
	There is no easy way to avoid hard feeling except to state the truth - "We cannot take the chance of losing the entire program by sharing our materials."
	We are not allowed to have these materials outside this laboratory.
	We would love to say "you're welcome" when asked for a loan, but we can't.

STAFF

The quality of the staff insures the success of any project. In Project Catch-Up, this is more than a truism. If the project cannot be initiated with at least one fail-safe teacher who prefers to work on a part time basis, its chance for success is endangered.

Teachers with a creative flare for stimulating children with learning deficiencies are the nucleus of the laboratory staff. They are organized by a Lead Teacher and are assisted by instructional assistants (non-certificated personnel) and by parent associates - volunteers recruited after the children have been identified.

LEAD TEACHERS	Are fail-safe teachers. Coordinate staff efforts. Assist with in-service training. Accomplish all tasks of teachers.
TEACHERS	Create a positive attitude of confidence in students. Establish close personal relationships with students. Contact classroom teacher to schedule students. Train and form an efficient work relationship with aides. Involve parents in the project. Understand principals of criterion referenced instruction. Operate identified teaching machines. Find a variety of solutions for learning difficulties. Arrange schedules and equipment so laboratory time is used most effectively. Diagnose and prescribe for individual children.

STAFF (cont'd)

TEACHERS (cont'd)	Respect other cultures. Accept accountability. Participate in all in-service activities.
INSTRUCTIONAL ASSISTANTS	Work as a member of a team. Participate in all in-service activities. Work with individual children and small groups. Work with Chapter 1 teachers in scheduling children for the laboratory.
PARENTS	Participate on Advisory Committees. Contribute ideas for cultural programs. Help with special events. Attend quarterly potlucks and open house.
A FAIL-SAFE TEACHER IS	A realist. A diplomat. A veteran of proven ability to work effectively in teaching children to read and understand math. A person who cares and believes any child can learn in a proper environment.
SERVICE HOURS	Teachers and assistants serve four hours per day. Where part-time assignments have been unavailable full-time staff members have proved to be successful.

IN-SERVICE TRAINING

In-service training is a very important part of Project Catch-Up. Even though the nucleus of every "lab" is a "fail safe" teacher, it is necessary for them, as well as the new people who come into the program, to be able to solve the problems and the issues they meet daily in the laboratories. In order to do this, we call on others to fill the gaps in whatever areas are necessary.

STAFF DEVELOPMENT

Training sessions begin two weeks preceding the start up of the project (sessions lasting no longer than four hours per day).

Topics should include: Project philosophy, identifying students, scheduling students, co-operating with entire school's staff, arranging the laboratories, using instructional techniques, matching materials to objectives, selecting and purchasing materials, conducting the evaluation and parent participation.

At the conclusion of the two weeks training, at least five days should be given for organization of the laboratory and ordinary supplies before testing and selection of students begins.

Bi-Monthly in-service meetings for the entire Project Catch-Up staff are needed to plan activities to evaluate and to solve problems.

Consultants are often called in to present ways of improving reading, language and math skills.

Invited representatives of companies may display the latest materials relating to the project.

Meeting at different laboratories helps give ideas to the staff.

When several schools are included, short monthly meetings of lead teachers (not over two hours) are of value in keeping project progressing smoothly.

STAFF AND SCHOOL	At least once a year, a program should be planned to help train all in some field in which they all need help. This technique has been used as an opportunity to acquaint the entire school, staff and parents in the cultural heritage of many of Project Catch-Up students.
PARENTS	At least three parent in-services are held yearly. These are usually held in the laboratory during the morning. Parents observe how children learn in order to be able to assist them at home. Parents who speak another language and are new to the country are made to feel welcome and are encouraged to take part in school activities.

TEACHER MANAGEMENT CALENDAR

All staff members in Project Catch-Up are instructional managers who share and are held accountable for many types of responsibilities:

Achieving the goal of helping each student to make progress in reading and/or math;

Arranging student schedules, materials and equipment so that student time in the laboratory is used effectively;

Diagnosing each child's weaknesses, prescribing appropriate experiences and materials, working individually with children, and varying the mode of instruction whenever one approach fails.

BEFORE SCHOOL STARTS	Meet with principal and staff informally. Set up laboratory: Organize materials and equipment Inventory supplies.
FIRST WEEK	Meet with regular classroom teachers to compile list of potential laboratory students and make schedule for testing. Explain Chapter 1 program to new teachers. Begin standardized testing of potential students.
SECOND WEEK	Complete standardized testing of students. Select participants from test results. Send letters home to parents: Extend invitation to the laboratory. Schedule initial parent meeting. Show children around the laboratory to establish rapport. Organize laboratory schedule so each staff member knows days he has priority in use of equipment.

THIRD WEEK	Finalize schedule for each student: Initiate diagnostic testing after a conference with teachers to determine convenient times for students to be taken from their rooms. Try to take all participating students from classrooms at the same period, making minimum interruptions of that classroom's activities. Select available materials best suited to each student's individual program needs. Meet with parents and discuss the purpose, goals and past record of the program. Show the laboratory and materials to be used. Parents select advisory committee and elect chairman. (This might be at an evening potluck or morning coffee.)
ON GOING ACTIVITIES	Vary instructional strategy as children become more confident. Maintain folders of children's work, showing progress in reading and math. Informal conferences with teachers of participating students (let classroom teacher do the talking). If staff takes break at classroom teacher's break or lunch period, daily informal communication is helpful. Give subtle recognition to each child several times during the year by putting his work on bulletin board, his picture on board, singing 'Happy Birthday' to him, letting him show some achievement to others in the laboratory, or having his classroom teacher ask him to explain something he does to his classmates. Have several activities scheduled throughout the year - choose an ethnic group fairly dominant at your school to teach other cultural values (example: Mexican Culture) One period of crafts, making something such as a pinata or flag. One period of play acting, such as Las Posadas. One period of looking at Mexican artifacts, study prints, film, slides, or a period of learning about Mexican heroes such as Father Hidalgo.

ON GOING ACTIVITIES (cont'd)	Meet with parents and parent volunteers. Have at least two fun evenings or mornings when the entire child's family is invited to participate, such as a fiesta or potluck. Schedule one day a week to be different from the other four, such as a "game day" when children gather as a group during their period and play educational games with members of the staff and students they are not with regularly. Several times during the year, review with each student all the ways in which you feel he has progressed. Honest praise! Each day find something about him worthy of praise, even if it's only his "beautiful smile." Guard against any unnecessary criticism. Always the number right, not the number wrong. Compare a child only to his past achievements, not to the achievements of other children. Attend in-service meetings.
END OF YEAR	Complete post testing. Record results. Compile reports. Process orders for the following year: Supplies Instructional Materials Tests Secure a list from each classroom teacher of potential students for the next year's program (this year's teacher will know the students better than next fall's teacher.)

STUDENTS

Student selection is based on academic need as determined by standardized tests and teacher observation.

In Project Catch-Up, participants have to place in the lowest quartile in either reading or math on the chosen normative test to be enrolled in the project. They are allowed to remain until they reach the mean and have retained that position one semester (18 weeks).

TESTING	Administer the identified standardized tests according to the schedule: **TOBE 2 - Level K - Kindergarten** **CTBS - Level B, Form S - Grade 1** **CTBS - Level C, Form S - Grade 2** **CTBS - Level 1, Form S - Grade 3** **CTBS - Level 2, Form S - Grades 4-5-6** Children who fall in the bottom quartile are candidates for the program.
THE CLASSROOM TEACHER	Selection of students is discussed with homeroom teachers and the building principal.
PARENT	Parents are notified by means of a letter to the home.
SCHEDULING	Preferences of homeroom teachers are taken into consideration in setting up the schedule for the laboratory.

STUDENT PROGRESS CHARTS

Whenever possible, spur children on to consistent work effort by allowing them to see positive results of their work.

Eye catching charts of their own achievement provide children with a sense of pride, not only in their own progress, but in the appearance of their laboratory. Both short and long term goals can be charted.

Effective charts display the child in competition with himself, not others.

Clever charts can allow all children to excel in some area: i.e., Sullivan Math, library books read, SRA skill, Singer skill, Reading House, multiplication records, etc.

Rewards of various types are given for specific accomplishments.

Both short and long term personal goals should be charted.

SUCCESSFUL TECHNIQUES

Techniques vary with the make up of a laboratory staff. We use what works for us, but we recommend these popular activities for your special consideration.

ENVIRONMENT

Teachers create a colorful, bright, enchanting environment to "welcome" children into the laboratory by:

A cozy furniture arrangement featuring round tables gives children a feeling of intimacy with teachers as they work individually or in small groups. Carpets, pillows, bean bag chairs add to the informal atmosphere and beckon children to cuddle up in a quiet reading corner and enjoy a book or stretch out on the carpet and listen to stories.

Bulletin boards are exciting and above all, personal. They announce individual birthdays, have photographs of the children working in the laboratory, displays of their work - all of which help enhance the child's self esteem.

INVOLVE PARENTS

Teachers try to have at least one parent from each participating family involved in the program in either planning special projects, participating in inter-group activities, or taking part in some activity designed to enable the parent to become an integral part of the education of the child.

If a parent wants to help, we instruct them before or after school in procedures, in monitoring and operating the machines, listening to children read, playing some of the instructional games, etc. Interested parents are usually willing to help all the children - not just their own.

SUCCESSFUL TECHNIQUES
(continued)

AUTHOR'S TEA	At the end of the year you might have an author's tea. Each child has his creative stories typed and bound into a book. He does his own illustrations. The parents are invited to come to meet the "young authors," to listen to them read from their own books and have tea. Many of our parents have come to the laboratory to help bind the books with cloth. Parents are encouraged to provide a special place at home to show the book as both parent and child have worked on it together.
FAMILY POTLUCKS	One of the main events involving our parents is a family pot luck. Project Catch-Up hosts one to three a year. The children give a program, usually dancing or singing and sharing things they have learned. The events are very well attended, even drawing parents who usually hesitate to come to school. It is a social occasion and an opportunity for the teachers to become acquainted with families and an opportunity for the children to feel successful and proud of their accomplishments.
VISITATION DAY	Teachers invite parents to visit the laboratory when their child is present. Some come just to watch and learn how and some to help.
INTERNATIONAL FAIR	At the International Fair, children of different ethnic backgrounds share aspects of their native heritage to English speaking children so that they will gain more understanding of another culture. Parents assist in making costumes, making and selling foods at a booth and advertising the event to other parents.
GUEST DAY	Teachers do many things to enhance the child's esteem. One of the little things we do is to have each Chapter 1 child invite his regular class to visit the laboratory for a special program. This year the project sponsored a "mini" Fiesta in which every Chapter 1 child participated in the program and could invite his regular teacher and classmates.

GAME DAY	One day a week is game day. All games are instructional - reading, language arts, or math. Games encourage children to give verbal answers and share feelings. Games are fun situations which can teach reading or arithmetic. Children look forward to seeing the children progress in sportsmanship, rule following, turn taking, and group participation. This is a good day to mix children with those whom they are not usually working. It is a good way to break down cultural barriers allowing children from different cultures to play together. Of special importance - all the teachers and assistants play the games with the children.

PARENTS

When the parents are involved, children learn faster and have greater retention. Furthermore, when the family and the school are working in agreement, the child knows what is expected of him in terms of both behavior and academic study, and a harmonious parent-child relationship is developed.

INVOLVEMENT

A majority of the Project Catch-Up parents have never been in the school. They are often surprised and usually relieved when they visit Project Catch-Up and find they do not have to discuss problems.

MORE PARENT INVOLVEMENT

How to involve parents and make them like it:

Send letters inviting parents to participate in a specific program,
Send special invitations made by the children to their parents,
Organize parent volunteers to share special skills and interest about their culture in the laboratory,

Encourage parents to join the school advisory committee,
Ask parents to help chaperone field trips and to assist teachers with periodic parties in the classroom,
Solicit cultural ideas from parents for study in the classroom. Parents are one of the best sources for instilling pride of heritage in the children,

Parent Advisory Board keeps a communication link open between the home and the school staff through meetings,
Help the children prepare a cultural luncheon and invite parents,
Assist the children in making cards for illnesses at home.

INSTRUCTIONAL MATERIALS

Project Catch-Up can be conducted with only a pencil and paper or even a stick and sand to serve as instructional material. It needs a fail-safe teacher, a student with reading or math deficiences, a little time and a private place where they may meet on a regular daily basis. Some of our 'labs' began this way the first year . . . simply with a teacher with a suitcase wandering from one empty corner to another. It wasn't ideal. However, it did work! As the years passed, more materials and more adequate space has been provided.

The following is a list of instructional materials purchased over a period of years which our teachers have found most valuable. The materials are not used as complete programs, but as resources to meet specific needs.

INSTRUCTIONAL MATERIALS

Item	Approximate Price	Vendor	Advantages
*# Scholastic Individualized Reading (6 units, Grades 1-6)	$214.50 per unit	Scholastic Book Svce 904 Sylvan Avenue Englewood Cliffs, NJ 07632	High interest Follow-up activities suggested Paper back form Wide range ability level
Reading House Taskbooks (4 levels)	$13.50 per level (see page 34a)	Random House School Div., Dept. 925 AT 400 Hahn Road, Westminster, MD 21157	Lessons related to diagnosed weaknesses
*# SRA Reading Program Level A & B	$50.00 each	Science Research Assoc. 155 N. Wacker Dr. Chicago, IL 60606	Emphasis on comprehension Emphasis on word families Short & high interest
*# Arithmetic Fact Kit Grades 1-6	$135.00	Science Research Assoc. 155 N. Wacker Dr. Chicago, IL 60606	Develops speed and accuracy in addition, subtraction, multiplication and division

INSTRUCTIONAL MATERIALS
(continued)

Item	Approximate Price	Vendor	Advantages
# Specific Skills (Barnell-Loft)	$140.30 (Complete elementary set)	Barnell Loft 958 Church Street Baldwin, L.I., N.Y. 11510	Short lessons for specific reading skills
# System 80 Activity Books	$ 20.00 (set of 20)	Borg-Warner Educational Systems 600 W. University Dr. Arlington Hghts., IL 60004	Written exercises related to visual lesson on the System 80 machine
# Beginning to Read, Write, and Listen	$14.70 - $27.87 per student	Harper & Row Publishers, Inc. Keystone Industrial Park Scranton, PA 19512	Teaches the alphabet with bright, colorful manipulative materials Very creative, K-1
*# Sullivan Basal Math Item #0370 - Math Program (Includes books 1-37 plus extras)	$99.95 Special Price	The Learning Line Ladera Professional Cntr. P. O. Box 1200 Palo Alto, CA 94302	Programmed learning series Student moves at own rate
*# Drill & Practice Individualized Mathematics Kits AA-DD	$126.00 per kit (4 in all)	Random House School Div., Dept. 925 AT 400 Hahn Rd. Westminster, MD 21157	Diagnostic individual math instruction
# Sullivan Programmed Reading	$ 100.00	McGraw-Hill Book Co. 8171 Redwood Hwy Novato, CA 94947	Individualized programmed reading
# The New Phonics We Use - Learning Games Kits (Kit 1-5)	Kits 1 & 2 -$50 ea. Kits 3 & 4-$55 ea. Kit 5 - $70	Riverside Publishing 8420 Bryn Mawr Ave. Chicago, IL 60631	Creates high interest and makes learning fun
Sound Foundations Programs I, II, & III	$ 29.00 per kit	Developmental Learning Materials One DLM Park P. O. Box 4000 Allen, TX 75002	Ten-fifteen minute time spans Many specific levels available in one kit
*# Language Master Cards (blank)	$30.00 per kit	H. F. Milliron Co. 1331 E. Warner Santa Ana, CA 92705	High interest Individualized

INSTRUCTIONAL MATERIALS
(Cont'd)

Item	Approximate Price	Vendor	Advantages
*# HIR/BFA Comprehension Skills Laboratories Kits A-G (Grades 1-8)	$154.98 each kit Student books-pkg of 10 - $18.00 Lab including 30 student books - $184.98	Holt Instructional Resources Holt, Rienhart & Winston, CBS Inc., 383 Madison Ave. NY, NY 10017	Varied learning formats Instruction & practice in comprehension skills Controlled multi-learning levels High interest Correlates to any basal text
*# HIR/BFA Computational Skills Laboratories I & II (2 kits, Grades 1-6)	$150.00 each kit Student books - pkg of 10 - $18.00 Lab including 30 student books - $180.00	Holt Instructional Resources (Same as above)	Instruction & drill in 125 arithmetic skills Individualizes instruction, multi-leveled Correlates with any basal math text
Phonics Workbook Levels A thru D (1st thru 4th grade reading levels)	$2.97 per book	Modern Curriculum Press 13900 Prospect Rd. Cleveland, OH 44136	Attractive, child-centered exercises. Includes virtually all sounds. Reusable.
*# System 80 Math Kits B, C, D *# System 80 Reading Kits A, B, C, D,	$192.50 - $250.25 per kit $173.25 - $192.50 per kit	Borg-Warner Educational Systems 600 W. University Dr. Arlington Hts., IL 60004	High Interest Criterion referenced Specific
McCall Crabb "A" & "B" Books (grades 2-4) and McCall Harby "G" Books	$1.50 each	Harper & Row Publishers, Inc. Keystone Industrial Pk. Scranton, PA 18512	Excellent comprehension material Short high Interest stories
Moving up in Numbers & Moving up in Story Problems	$30.00 per kit $33.50 per kit	Developmental Learning Materials One DLM Park P. O. Box 4000 Allen, TX 75002	Ten-fifteen minute time span Many specific levels available in one kit

*Instructional material in "modest budget
#Instructional material in "recommended" budget

INSTRUCTIONAL EQUIPMENT

Our labs have a variety of new, interesting, easy to use, child-proof, teacher-proof teaching machines. They are effective. . . they work.

We suggest that when you have a few dollars, you might consider buying these items one at a time.

INSTRUCTIONAL EQUIPMENT

Item	Approximate Price	Vendor	Use
Systems 80 Borg-Warner	$45.00 year rental for machine ($60 for first year). Each kit of materials costs between $173-$250	Borg-Warner Educational Systems 600 W. University Dr. Arlington Hgts, IL. 60004	High interest Audio-visual approach Teacher supervision unnecessary Children learn independently
Language Master	$ 250.00	H.F. Milliron Co. 1331 E. Warner Santa Ana CA 92705	Easy to use Color coded controls Student records own progress
Alphamaster	$360.00	Centurion Industries 167 Constitution Drive Menlo Park, CA 94025	Practice in wide range of basic word artack skills
Digitor Tutor Learning Arithmetic Module	$160.00	Centurion Industries 167 Constitution Drive Menlo Park, CA 94025	Drill on basic math addition, subtraction, multiplication, division facts
Cassette Player Model 3081 Bell & Howell	$100.00	Bell & Howell 7235 N. Linden Ave. Skokie, IL 60076	Useful for small group instruction Tape stories Practice phonic sounds Children can tape dialogue for puppet shows

INSTRUCTIONAL EQUIPMENT
(Cont'd)

Item	Approximate Price	Vendor	Use
Film Strip Viewers	$ 100.00	Any audio-visual materials company	Excellent for small group instruction Variety of materials available
Record Player	$ 100.00	Any audio-visual materials company	Useful for individual instruction Background music for quiet study
Primary Typewriter Royal	$ 250.00	Royal Typewriter Co. Division of Litton Ind. 150 New Park Avenue Hartford, CT 06106	Material written in English by typing promotes language activity
Hand Calculators	$ 15 to 50	Any department store	Great motivation Self correction of errors
Classmate 88	$670.00 for district's first purchase $595.00 for district's second purchase	Monroe The Calculator Co. The American Road Morris Plains, NJ 07950	Creative computing Drill on the seven operations of numbers Slow learner to gifted

CHOOSING MATERIALS FOR SKILLS NEEDED

INSTRUCTIONAL MATERIALS	DIAGNOSED NEEDS
Individualized Scholastic Reading	Comprehension
Reading House	Tests all skill areas of reading
SRA Reading and Math Program Materials	Reading: Comprehension, Phonology Skills Math: Number Concepts, Computational Skills
Specific Skills (Barnell Loft)	Comprehension
HIR/BFA Comprehension Skills & Computational Skills	Reading comprehension and computation
Beginning to Read, Write, & Listen (Harper & Row)	Comprehension Audiotory Motor Skills Visual Motor Skills Motor Skills Phonology Skills Structural Analysis Skills Verbal Information Skills
Phonics Workbook - Modern Curriculum Press	Phonology Skills
Sullivan Basal Reading and Math	Reading: Phonology Skills Math: Number Concepts, Computation
Games Phonics Rummy Phonics We Use Sea of Vowels	Phonology Skills Structural Analysis Skills Verbal Information Skills Visual Motor Skills
Drill & Practice Individualized Mathematics	Computational Skills
Sullivan Programmed Reading	Phonology Skills Comprehension Structural Analysis Skills
Peabody Language Kit	Motor Skills Visual Motor Skills Auditory Motor Skills Verbal Information Skills Comprehension

RECOMMENDED INITIAL PURCHASES FOR A NEW LAB

INSTRUCTIONAL MATERIALS	INSTRUCTIONAL EQUIPMENT
Individualized Scholastic Reading 1 kit	Systems 80 1 machine
Systems 80 Math - Level B, C, D Reading - Level A, B, C, D	Language Master 1 machine with set of blank cards
Reading House Taskbooks (4 levels) 1 set per level	Digitor Tutor 1 machine
SRA Reading Kit - Ia IIa 2.5 - 4.5 SRA Math Kit - Primary	Alphamaster 1 machine
Barnell Loft 1 kit	Cassette Player 1 machine
Beginning to Read, Write & Listen 1 set for each child, K-1	Filmstrip Viewer 1 machine
HIR/BFA Computational Skills Laboratories I & II 1 kit	Record Player 1 machine
HIR/BFA Comprehension Skills Laboratories (A-G) 1 kit	
Phonics Workbooks 1 set of workbooks	Typewriter (Primary) 1 machine
Sullivan Reading 1 series for grades 1-4 Sullivan Math 1 series for grades 1-6 (don't write in books)	Hand calculator 1 machine Level I Kit
Games - Choose games for specific skill areas	Classmate 88 1 machine
Singer Math Kit Level AA - grades 2-5	
Peabody - Kit Level I	

EVALUATION

The children are pre and post tested to provide documented information on the growth of each child and to plan a program based on individual needs. Criterion testing is completed throughout the year in small segments adapted to the individual child's progress.

Norm Achievement Tests	Grade Level	Strength	Weakness	Results Measured In	Administration
TOBE 2 Level K	Kindergarten	Can be given in small groups Spanish directions available	No grade equivalent	Raw Standard Percentile Stanine	Small Groups
CTBS Level A Form S	Kindergarten	Given to group Children can write in booklet Attractive and easy to follow	No grade equivalent Good for beginning 1st grade but too easy for most groups Not enough growth shown if used at end of 1st grade	Raw	Group
CTBS Level B Form S	Grade 1	Given to group Children can write in booklet Attractive and easy to follow	Hard for beginning 1st graders. Problems in sight vocabulary More a spelling test than reading	Raw Standard Grade Equ Percentile Stanine	Group
CTBS Level C Form S	Grade 2	Given to group Children can write in booklet Attractive and easy to follow	Big advancement from A to C	Same as above	Group
CTBS Level 1 Form S	Grade 3	Shows growth Scoreze available for fast scoring	Small print bothers some children	Same as above	Group
CTBS Level 2 Form S	Grades 4-6	Shows growth Scoreze for fast scoring	Reading comprehension section too much to do with child's environmental experiences	Same as above	Group

EVALUATION - continued

Diagnostic Tests	Grade Level	Strength	Weakness	Results Measured In	Administration
Random House Reading House	Adaptable to all grade levels	Workbooks for follow-up exercises Identifies specific weakness	Gets boring for older children if used more than once a week	Raw	Groups
Sullivan Basal Math Placement Exam	Adaptable to all grade levels	Small increments of math skills Good computation drill	Just deals with computations	Raw Percentile	Individual

COST OF EVALUATION INSTRUMENTS

Diagnostic Tests	Cost	Purchase From
Random House Reading House Levels 1-4	Three pre-tests per level (Pre-tests come in packages of 10, $6.39-$9.15/pkg) (See page 34a)	Random House School Division Department 925A 400 Hahn Road Westminster, Maryland 21157
Sullivan Basal Math Placement Exam	Placement exam -- 50¢ ea.	The Learning Line P. O. Box 577 Palo Alto, CA 94302
Normative Tests	(Order one pretest and one posttest at grade level per child)	
TOBE 2 Level K Pre-School/Kindergarten	Language - Pkg of 30 for $18.90 Math - Pkg of 30 for $18.90	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
CTBS Level A Form S Kindergarten	Pkg of 35 for $22.40	Same as above
CTBS Level B Form S Grade 1	Pkg of 35 for $22.40	Same as above
CTBS Level C Form S Grade 2	Pkg of 35 for $22.40	Same as above
CTBS Level 1 Form S Grade 3	Pkg of 35 for $23.45 (Reusable) Scoreze Math - 25 for $7.50 Scoreze Reading - 25 for $7.50	Same as above
CTBS Level 2 Form S Grades 4-6	Test booklets 35 for $33.25 Scoreze Math - 25 for $7.50 Scoreze Reading - 25 for $7.50	Same as above

PROJECT CATCH-UP

Recommended Minimum Order
(Based on 10 students at each level K-4)

1982 Prices

The Reading House Series by Random House

A. HIGHLY RECOMMENDED

04507-6K Placement Tests (set of masters)	$16.50

B. PURPLE - Level K (Kindergarten)

Pretest Books (pkg of 10)

04531-9K - Readiness A	6.39
04532-7K - Readiness B	6.39
04547-5K - Readiness C	6.39

Teacher's Guides (1 each)

04200-XK - Readiness A	7.20
04210-7K - Readiness B	7.20
04219-0K - Readiness C	7.20

C. LIME - Level 1 (Grade 1)

Pretest Books (pkg of 10)

04533-5K Sound/Symbol A	6.39
04534-3K Sound/Symbol B	6.39
04548-3K Comp/Voc	6.39

Teacher's Guides (1 each)

04233-6K Sound/Symbol A	7.20
04245-XK Sound/Symbol B	7.20
04257-3K Comp/Voc	7.20

Examples Only (1 each) LIME

Task/Post Workbooks

04231-XK Sound/Symbol A	$ 4.50
04243-3K Sound/Symbol B	4.50
04255-7K Comp/Voc	4.50

D. ORANGE - Level 2 (Grade 2)

Pretest Books (pkg of 10)

04535-1K Sound/Symbol	6.39
04549-1K Comp/Voc	6.39
04248-4K Study Skills	6.39

Teacher's Guides (1 each)

04272-7K Sound/Symbol	7.20
04283-2K Comp/Voc	7.20
04299-9K Study Skills	7.20

Examples Only (1 each) ORANGE

Task/Post Workbooks

04270-0K Sound/Symbol	4.50
04281-6K Comp/Voc	4.50
04293-XK Study Skills	4.50

E. YELLOW - Level 3 (Grade 3)

Pretest Books (pkg of 10)

04536-XK Sound/Symbol	9.15
04191-7K Comp/Voc	9.15
04249-2K Study Skills	9.15

Teacher's Guides (1 each)

04309-XK Sound/Symbol	7.20
04325-1K Comp/Voc	7.20
04334-0K Study Skills	7.20

Examples Only (1 each) YELLOW

Task/Post Workbooks

04308-1K Sound/Symbol	4.50
04320-0K Comp/Voc	4.50
04332-4K Study Skills	4.50

Task Answer Books (3 per pkg) YELLOW

04530-0K Sound/Symbol	4.50
04543-2K Comp/Voc	4.50
04236-0K Study Skills	4.50

F. RED - Level 4 (Difficult-Order Sparingly)

Pretest Booklets (pkg of 10)

04540-8K Structural Analysis	9.15
04192-5K Comp/Voc	9.15

G. RECOMMENDED

Answer Masks (for pretest booklets)

04924-1K Purple and Lime	2.70
04927-6K Orange	3.60
04314-6K Yellow, Red, Blue & Green	3.60

Total recommended order for 50 students, grades 1-5 -- $257.58

Diagnostic tests only (pretests) for 50 students, grades 1-5 -- $2.07 per student

Diagnostic tests plus teacher's guides, task books, placement tests and answer masks for 50 students -- $5.41 per student

REPORTING RESULTS

Every Project Catch-Up student is successful in meeting individual diagnosed needs. Most make outstanding progress on normative tests. Let them and their parents know and their successes will multiply.

Results are reported in easy to understand terms, either numbers of new skills acquired as measured by diagnostic tests or months of growth for each month spent in the program as measured by norm referenced tests. Regardless of the pattern you choose, report often. Parents want to know good news.

TO	WHAT	WHEN
The Classroom Teacher	Results of pre and post testing on each of her participating students in chart form.	Late Spring
Parents	Results of diagnostic testing	Frequently
	Results of normative testing in grade level equivalents	Late Spring
Students	Results of diagnostic testing	Frequently
	Results of normative testing in grade level equivalents	Late Spring
Parent Advisory Committee	Results of diagnostic testing	Periodically
	A luncheon, dinner or coffee is suggested at end of the year at which time all project results are reported in grade level medians to the committee.	Late Spring
Board of Education	The Project Director compiles a complete report of normative test gains interpreted in grade level equivalents.	Late Spring
State Department of Education	A detailed report if required by the State Department of Compensatory Education.	Late Spring

BUDGETS

With a willing heart and a lot of optimism Project Catch-Up can be conducted successfully wherever a space can be identified and converted into a laboratory and where children can work there with a professional teacher at least one half-hour each morning.

Sometimes special funding is available for the modest or recommended budget. If not, our staff has experienced the "lean" days. We would be glad to help you begin with a starter set of materials and tests. Just let us know.

Starvation Budget $ 4.50 per child	Modest Budget Under $3,000 per Laboratory	Recommended Budget Under $5,000
It is possible to establish the project with the testing materials alone and with a few scrounged instructional materials. The following are needed: 1. Diagnostic test materials Random House Reading House Sullivan Mathematics Placement Examination 2. Normative test materials CTBS (according to grade level)	Serves up to 100 children. 1. Testing materials as listed in the starvation budget 2. Instructional materials - prices listed on pages 25 - 29 Sullivan Basal Math Program Drill & Practice Kits Scholastic Reading (Grade 1-5) Language Master Cards System 80 Math Kits B, C, D Reading Kits A, B, C, D SRA Pilot Library HIR/BFA Comprehension & Computational Skills 3. Instructional equipment - prices listed on page 28 System 80 - leased Language Master	Serves 100 or more children per laboratory. Most materials not consumable. 1. Testing materials as listed in the first budget 2. Instructional materials Sullivan Basal Math Program Drill & Practice - Individualized Math SRA Math Kit (1-5) Individualized Scholastic Reading Beginning to Read, Write, & Listen (K-1) Sullivan Programmed Reading (K-5) Peabody Language Kit HIR/BFA Comprehension & Computational Kits Specific Skills - Barnell-Loft (1-5) Language Master Cards System 80 Math Kits A, B, C, D Reading Kits A, B, C, D SRA Pilot Library Games - both reading and math - as many as possible

BUDGETS - Continued

Starvation Budget $ 4.50 per child	Modest Budget Under $3,000 per Laboratory	Recommended Budget Under $5,000
		3. Instructional Equipment System 80 - leased (K-5) Language Master (1-5) Digitor (1-5) Cassette player (1-5) Filmstrip viewer (1-5) Hand calculators (1-5) Alphamaster (1-5) Primary typewriter (1-5)

The Newport-Mesa Unified School District supports and promotes equal opportunity for all staff and students in employment and in admission to and advancement in all programs and activities.